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Abstracts

(Abstracts are in the order that the presentations appear in the program.
Poster abstracts begin on page 9.)

Papers and Panels

“Ethical Judgment in Teaching,” TEAC 331H students

Students wrote case studies involving complex ethical issues and are in the process of working toward a judgment about them. They will present their research and initial thinking about their case studies.

“The Role of Discourse in Teaching Scientific Inquiry: A Descriptive Study of Two Student Teachers,” Jia Lu

By describing and analyzing the teaching practice of two preservice science teachers, this study explores how beginning teachers understand and teach scientific inquiry with a focus on classroom discourse. A qualitative approach was used. The two participating teachers were enrolled in a science teacher education MA program and were completing student teaching when the study was conducted. Qualitative data was collected through a 50-minute semi-structured interview with each teacher and a 45-minute class video typical of the lessons that each taught. Interview transcripts and video analysis notes were coded for themes. The study finds that although both teachers demonstrated a comprehensive understanding of teaching scientific inquiry and the importance of classroom discourse in their interview, their video lessons were not very much inquiry-based and the role of discourse was quite limited in teaching scientific inquiry. Cooperating teacher, time, high-stakes tests and student factors were identified as the major challenges in teaching scientific inquiry. The gap between "what they wanted to do" and "what they actually did/was able to do" and the prevalence of IRE model in instruction indicate the necessity to conduct further research on how preservice teachers transfer and enact what they have learned from their teacher education program. The findings of this study can add to the understanding of science education and science teacher education.

“Experiencing ‘School and Society’,” Jen Stacy

TEAC 331: “School and Society” is a course is aimed at dissecting and understanding the complex relationship between school and society. Throughout the duration of this course, students explore and critique topics concerning: the history and sociology of education, educational policy, school governance, and current events in education, amongst others. The course seeks to foster the development of students’ *interpretive, normative, and critical* perspectives on education.

I have been teaching the TEAC 331 since the fall of 2011 and is the current recipient of the TLTE Graduate Teaching Assistant Award. This presentation will focus on my trajectory in conceptualizing TEAC 331 as a course that esteems experience at the heart of learning. I will explain my constructivist philosophy of teaching and learning and how this worldview has guided my decisions concerning course materials, classroom pedagogy and assignments. I have intentionally integrated texts that raise hot topic issues about education to which students can not only relate, but through which they can explore their own educational trajectory. To capture this engaging reading experience, discussion has always been the basis of the pedagogy I have

employed in TEAC 331. Furthermore, students are asked to “experience” school and society in the real world by attending local and state board of education meetings. Written assignments are intricately connected to these experiences. Students are asked to give continuous constructive feedback throughout the semester to guide topics and teaching strategies. In sharing my practices, I hope to promote the ongoing collaboration and the sharing of teaching practices in higher education in order to positively influence student learning and to strengthen the professional community of educators.

“GIS and Education Research: A Discussion of a 'New-to-Education' Research Methodology,” William England

This presentation will be focused on explaining: (1) why geographic research methods matter to educational research, (2) what a Geographic Information System (GIS) is, and (3) how GIS can be used to both visualize and analyze data relevant to education research.

“An Eye-tracking Investigation of How Students Study a Matrix,” Linlin Luo, Markeya Peteranetz, Abraham Flanigan, Amanda Witte, and Kenneth Kiewra

Studying a matrix is more effective than studying linear displays such as texts or outlines. Although matrix study is effective, how students actually study matrices is unexamined and unknown. We suspect that matrices are advantageous because their column and row structure invites students to study them vertically one topic at a time and horizontally so that topics are compared. Comparative, across-topic study seems less likely when studying texts and outlines that present information linearly, one topic after another. In order to investigate how students actually study displays, the present study used eye-tracking technology as participants studied information about wildcats presented in text, outline, or matrix forms. Participants in each group had 15 minutes to study six wildcat topics (e.g., tiger, lion, jaguar) on a computer screen while wearing eye trackers to record eye movements. Results showed that the matrix group had significantly more “run counts” than the two linear groups (text and outline). This means matrix studiers’ eyes left and returned to a topic area, such as tiger, more often than did the eyes of linear studiers. This finding suggests that matrix studiers studied in a more comparative across-topic manner than did those studying texts and outlines who, instead, studied in a more linear or sequential topic-by-topic manner.

“Beyond the Reductionist Concept of Children’s Play: An Analysis of the Early Childhood Education Guidelines in Colombia and Turkey,” Elsa Lucia Escalante and Ibrahim Acar

Powel (2009) highlighted the importance social constructions of play within policy documentation and educational guidelines in order to guarantee child’s wellbeing. The paper presents a literature review about the definition of the construct *children’s play* in the Colombian and Turkish context based on research studies and the analysis of the early childhood education guidelines. There are two important agreements regarding the construct *children’s play*: 1. Play is a children’s right, and 2. Child’s play is associated with child’s whole development. Overall, play is considered in both international contexts as a child’s natural language and teaching strategy. However, a more comprehensive understanding about the role of the play in the child’s development process is required in order to create enriched environments for education and care in the early years. From this perspective, this paper presents the strengths, limitations and implications of the definition of the construct *children’s play* in these countries.

“Identifying the Needs of Vulnerable Children and Families in Lancaster and Saunders Counties: A Community Assessment,” Caitlin Eis, Miriam Kuhn, and Allison Morton

Our symposium includes three presentations that will focus on the characteristics and needs of low-income children age birth to five years, and their families. Data to be presented were collected as part of a community needs assessment project for a local early childhood program service provider (Early Head Start and Head Start). The overall purpose of the project was to investigate the educational, social, and health needs of low-income children age birth to five years, and their families in order to identify appropriate services in the community. Participants in the study included children and families who were enrolled in the early childhood program, as well as families who were eligible but not participating. Survey and interview were conducted with both groups. Both qualitative and quantitative data were analyzed.

The first presentation will investigate and share descriptive data on the health and health needs of 206 children enrolled in the early childhood programs gathered from parent surveys. The second presentation will focus on parenting beliefs and practices for families enrolled in the early childhood program that was gathered from parent surveys. The third presentation will describe the collection and analysis of qualitative data from nine parents of young children who were eligible for the early childhood program but were not currently enrolled.

“International Insights: The Impact of Study Abroad on Undergraduate Students in CEHS,” Lindsay Connely, Amy Kenyon, Lauren Perry, Grace Snyder, and Jen Stacy

To be better prepared for the demands of a globalized society, undergraduate students often seek out opportunities to study abroad. While these international experiences may vary in duration, their aim is to immerse students in a different society by providing them the opportunity to learn about a different culture and also “see” their own culture through a comparative lens. Travel study is innately a complex, nuanced experience. The student unpacks the international experience over time and as she does this, it influences her personal and professional identity. Specifically for students preparing to enter a school setting either as educators or speech pathologists, such an experience can be particularly impactful. Today’s schools are characterized by culturally and linguistically heterogeneous enrollments taught by mainly monocultural, monolingual teachers. Comparative and international education serve as venues through which teachers and speech pathologists can develop and acquire crucial intercultural competencies to better serve their students.

This panel presentation aims to share the reflections of four undergraduate students in the College of Education and Human Development about their experiences studying abroad. Through autobiographical analysis, each participant explores her motivation to participate in a travel study program, the experiences she had negotiating a new cultural space, and the impact this experience has had on her personal and professional identity. A cross-case analysis of these case studies draws attention to the similarities and differences that the participants noted about their experience. The implications of this study suggest how departments of higher education can utilize study abroad opportunities as a critical component to preparing undergraduate students to traverse the pluralistic cultural terrain of the 21st Century.

“Train, Theatre, or Telegraph: The Future of Face-to-Face in Higher Education,” Brian Kokensparger

Nearly everyone agrees that a Massive Open Online Course (MOOC) is an intriguing idea for educating great numbers of people, many of whom cannot afford to pay for a traditional face-to-face education. In the spirit of providing a free world-class education for all, MOOCs are an attractive solution. How could they not be good for the overall advancement of humanity? However, in the presenter’s discussions with educators in his institution as well as on a national stage, he continually runs into teachers who are afraid that the proliferation and success of MOOCs will make their role obsolete. This paper attempts to articulate the root of this fear, and to present three different historical models (telegraph, train, and theatre) which may suggest the path that face-to-face education may follow over the next few decades. The suggested approach is to prepare for the telegraph, hope for the theatre, but expect the train.

“Faculty Perceptions of Course Redesign,” Rick Marlatt

As we advance further into the 21st century, many industry models are transforming their functionality, modifying their methodology, and rethinking altogether the way they operate in order to keep pace with the constant influx of rapidly changing technology. Education is no exception. In particular, higher education must adapt entirely to the new kind of classroom: a collaborative learning environment that is wired, global, and differentiated. In order to effectively meet the varying needs of each learner, as well as challenge every student with enriching and stimulating learning opportunities, while consistently modifying curricular and instructional tactics that incorporate aspects of technology and advanced communication, faculty must enter the realm of course redesign.

Redesigning a course at the community college level includes a multitude of modifications to many aspects of teaching such as curriculum, course content, delivery, instructional strategies, and formal assessment of student learning. Such overhauls can present unique challenges to faculty. One key way in which to begin to understand these challenges is to investigate how the faculty themselves feel about their task of course redesign. Despite the current research and interest in broad topic of course redesign, far less scholarly attention has been paid to the details of how faculty feel about the process: the factors which suggest redesign, appropriate professional responses to those indicators, and how their efforts are measured. The purpose of this case study is to uncover these perceptions in the hopes of better understanding a fascinating phenomenon in higher education.

“Exploring Identity Consolidation Among Ethnic and Sexual Minorities in the Midwest,” Heather Kennedy

An integrated and positive sense of self is critical for optimal well-being. Yet, the identity development process may be especially challenging for minority group members facing significant social stressors. This study used developmental models, specific to ethnic or sexual identity formation, and the bioecological model of human development to address gaps in the literature by examining the intersection of these identities and the influence of social context on identity integration. The primary goal of this study was to explore identity consolidation processes among ethnic and sexual minority group members including: the extent of consolidation, interactions within key social contexts, and factors promoting integration.

Using in-depth, personal interviews and self-report measures data were collected from 16 ethnic minority, gay men and lesbians. Thematic analyses were used for qualitative data and

descriptive statistics are provided for quantitative data. Findings revealed differing magnitudes of consolidation and several themes such as: fear, acceptance, learning and exploring, and sequential identity work enhance our understanding of integration dynamics. Implications for practice, especially as it relates to the vital role of key contexts (e.g., school, family, work), are presented.

“Professional Development in Arts-Integration Curricula,” Carolyn Albracht,

How does participation in an arts-integration four-day professional development workshop impact participants’ perceptions about their teaching experiences? To find out, this researcher participated in such a workshop in June 2013, conducted a survey of participants and selected five to interview more in depth based on their survey responses. This qualitative study uncovered several themes in the interviewees’ responses. First, they shared perceptions about the effects of arts-integration on students. Specifically, they viewed teaching with the arts as particularly helpful for struggling learners, and cited anecdotal evidence of improved test scores related to arts-integration efforts. Second, they shared similar perceptions about the workshop. Several mentioned that the intensity of the four days allows teachers to gather a lot of resources in a short period of time, it helps teachers develop their own creativity, and they valued the opportunity to interact with other kinds of teachers (i.e. arts specialists and general elementary teachers). Last, they shared common teaching or school experiences and views about education. For example, participants cited highly supportive principals who responded very positively to their arts-integration efforts. In addition to writing a traditional report of the data and findings of this study, this researcher also visually represented this information by creating a 2’x4’ mixed media painting.

“Play, Symbol, Festival Seen through Community Collaboration in Gallery Space,” Rita Cihlar Hermann

Accidentally at the intersections of art education and service organizations, in museum gallery spaces with students from art in teaching education classrooms, I found myself exploring Dewey’s idea that the creative is less pretentious understood best as “construction” along side Gadamer’s movement of ideas to be found in the actions of “play”, the interactions and interpretations of “symbol”, and the celebration of an aesthetic community collaboration through “festival” as they might appear to educators, artists, students, and community members.

As project coordinator and as teacher for an art in education classroom, I found myself uniquely positioned to travel the intersection of these ideas in as they experienced their movement in spaces emptied and filling up, with “constructions” at “play” with understandings of “symbol” through the process of “giving shape to the whole” Gadamer (1986, p. 14) experienced as celebration of the aesthetic through “festival”.

Standing at this intersection, I was looking back as the museum-community service organization-educator/artist project came to a close and looking forward to artful experiences with teacher education majors in another classroom and saw how the potential in connecting the previously empty, now filled by community members, museum spaces, and the studio spaces made by the art in education classroom could reveal the interconnectedness of emptied spaces filling, creative constructing, a collaborative process toward shared community experiences. Creative community constructions that reveal the richness of educative experiences to be found through “learning how to tarry in this way” Gadamer (1986, p.45).

“Problems of Practice” (CPED Cohort 3), Breanne Campbell, Alexander Fields, R. Jon Frey, Marissa Jorgenson, Cindy Marolf, Ann McManaman, David Nebel, Christopher Richardson, and Kim Synder

In panel format, members of CPED Cohort 3 will discuss and invite participants to explore and critically examine problems of educational practice as they now stand in the context of burgeoning research questions. Each presenter will briefly describe the research problem and through a process of collaboration with faculty, graduate students, conference participants, and one another, begin an ongoing dialogue about each of the problems of practice. Topics include integration of iPads into the high school English classroom and new knowledge requirements for reading and responding to literature in a digital environment, efficient scoring of assessment in the AP classroom, technology-reluctant educators and improving technological confidence to promote K-12 classroom integration, developing critical friendships through peer observation, the implementation of new technologies to enhance critical thinking skills in college science courses, strengthening and developing first-year student nurses’ ways of knowing, improving social-emotional intelligence of high school seniors through structured reflection on service learning, the first North American school experience of immigrants, and the study of literacy as it pertains to the different ways practitioners conceptualize, learn about, and implement literacy practices in the classroom.

“Teaching Culturally And Linguistically Diverse Students: A Phenomenological Study Of Volunteer Teachers’ Learning Curve,” Jessica Sierk

Teacher education research generally focuses on the experiences of teachers who attend traditional, university-based programs. However, this is shifting given the increasing popularity of programs like Teach for America, New York City Teaching Fellows, and Notre Dame’s Alliance for Catholic Education (See, for example, Grossman & Loeb, 2008; Heilig & Jez, 2010; Sim, 2010; Humphrey & Wechsler, 2007; Watzke, 2005; Pascarella, Ackley, & Balaban, 2001). However, something of interest that has not been adequately researched is the experience of teacher volunteers at Cristo Rey Jesuit High School (CRJHS) in Chicago, a dual-language Catholic high school. “Now in its thirteenth year of operation, the [Jesuit Alumni Volunteer] JAV Program was founded in response to the extensive needs and limited resources of Cristo Rey” (CRJHS, 2012). Volunteers serve as teachers, teaching assistants, activity sponsors, coaches, and/or trainers for the school’s famous work study program (Kearney, 2008). However, most volunteers have had little to no formal teacher preparation. Consequently, many volunteers are challenged with learning how to teach on the job. This is compounded by the need for volunteers to simultaneously develop their intercultural competence, as many of their cultural backgrounds do not match those of the school’s students. Using a phenomenological approach, data from interviews with former CRJHS teacher volunteers was collected. These teacher volunteers’ perspectives can be used to inform teacher education more broadly, and are therefore important to consider in the debate of how to best prepare teachers, especially those who plan to work with culturally and linguistically diverse students.

“Language Planning and Policies in Nebraska,” Kristine Sudbeck

There continues to be a dichotomy within the discourse on linguistic diversity in the U.S., with supporters for English-Only in schools on the one hand and advocates who wish to embrace multilingualism on the other (Milroy, 2001; Ovando, 2003). Nebraska is one state where this contentious issue has played a large role several times throughout history. Using a framework

derived from critical social theory, this paper will first examine the historical context of linguistic imperialism in the United States. Next, the role of language policies and mediums of instruction will be illustrated. The sociopolitical context of anti-German sentiment will be revealed, featuring a vignette about one German immigrant's story in particular. Then, the state of Nebraska's implementation of an English-Only law in 1919, as well as the subsequent Supreme Court Case *Meyer v. Nebraska* in 1923, will be discussed. With this historical frame of reference in mind, current language policy trends in Nebraska will be examined through the use of multimodal discourse analysis (Machin & Mayr, 2012) by examining the images and text of the 2013 Nebraska ELL Program Guide (NDE, 2013). Topics of interest include additive versus subtractive bilingual strategies, language ideologies reflected through schools, and teacher agency. Implications for students, their families, and current and pre-service teachers will be discussed.

"Students' Perspectives From A Learner-Centered CALL Class: A Report Of The Research Of The Technology-Based Chinese Class In a High School," Nan Wang

This study explores the implications of integrating CALL (computer assisted language learning) into a high school level Chinese II language classroom in a high school. This study reflects the findings of a case study of four high school students and their responses to CALL in the classroom. The study integrates interviews, surveys and data collected from education websites the teacher added to the teaching strategy to test students' learning skills on listening, speaking, reading and writing. The main purpose of this study was to collect students' perspectives from a student-centered computer assisted language learning class. The study implies that CALL in the classroom can help foreign language learners to gain confidence, practical practice and encouraged self-directed learning. The study also implies that CALL can be adapted to many different classroom situations. The author argues in favor of integrating technology into the language classroom.

"Becoming Good Students and Liking School: Voices of Delinquent Youth in Two Detention Settings," Sarah Staples-Farmer

Focusing on the analysis of 42 student surveys and informal ethnographic interviews of youth attending school in a detention setting, this paper explores the impact of labeling of youth as well as reveals student sentiment regarding literacy, educational practice, and living day to day as a delinquent. The survey's focus on traditional school experiences illustrates that few youth have had positive learning experiences, illuminating the direct correlation between resulting low achievement and truancy, status offenses, and delinquent behavior (Guerra, 2010; Evans, Brooks-Gunn, and Klebanov, 2011; Read and O'Cummings, 2010; O'Cummings, Bardack, and Gonsoulin, 2010).

Interviews with youth uncover thoughts about their own recidivism, revealing gaps and inconsistencies in addressing the educational and personal well-being of youth as they navigate their way through a system that rarely seeks the input of those whom it "serves." Data shared presents a vision of youth that offers an alternative to our perceived notions of failure, success, and marginality.

The work of Rist's (1997) labeling theory as well as Bakhtin's (Holquist, 2010) dialogism will illuminate self-fulfilling prophecy and the discourse that becomes part of student identity as both self and "other." For example, in a youth facility students exhibit greater productivity, studiousness, and interest in learning than in the outside mainstream classroom despite their delinquent status. Why? Routine structure, increased time, positive influences, lack

of negative distractions, and low-teacher/student ratios. Garrison & Rud's (1995, 2009) discussion of reverence and self-eclipsing in the classroom offer explanation for instructional approach that may mirror these factors and continue to encourage youth as they re-enter our classrooms.

“Books Breaking Barriers: The Challenge of Illiteracy Facing Adolescents in Detention,” Hannah Thompson

Juvenile correctional facilities across the country encounter many problems in establishing and maintaining adequate education programs. Appropriate and equal education is a right promised to every child in America under individual state constitutions, and yet detention centers struggle to provide the same basic educational services as the public school counterparts. One of the greatest issues plaguing detention education programs is illiteracy, a battle that many adolescents in detention face in addition to the behavioral circumstances surrounding their detainment. With the average juvenile offender at fifteen years old able to read at only a fourth grade level (Wilson, 1994), illiteracy is a widespread struggle for delinquent adolescents that not only affects their ability to rehabilitate and reenter society, but also their likelihood to become recidivist offenders. Some state and federal programs fail to maintain adequate education programs within their correctional facilities and face obstacles such as insufficient instruction time, lack of curriculum, unqualified teachers, and sub-standard facilities (Twomey, 2008), but others, including Nebraska's Pathfinder education program, conversely provide exemplary education services to adolescents in detention. With an emphasis on Nebraskan detention centers and legislation affecting local youth, I examined the inadequacy of many correctional facilities to address this issue of illiteracy as it pertains to key demographic groups through a research review of current detention education literature and the application of modern educational pedagogy to the state of detention education in Nebraska.

“Grammar Teaching in Reading-Focused Public High School ESL Classrooms,” Sevda Budak

The majority of extant research regarding L2 teacher cognition and grammar teaching took place in private school or university settings (Andrews, 2007; Bartels, 2005; Borg, 2006). Public secondary schools have been the focus of little attention. Much research is needed regarding teacher cognition and grammar teaching in public secondary schools (Borg, 2009).

In an attempt to fill this gap, a case study approach was conducted to explore the grammar instruction and thinking of two public high school ESL teachers. A case study design enabled a broad delineation regarding how these two ESL high school teachers treated grammar in reading-focused lessons (Stake, 1995). Two main questions guided this inquiry: 1) What is the nature of high school ESL teacher-thinking for grammar instruction? 2) How do they demonstrate such thinking in their lessons?

Multiple sources of information (observations, interviews, audio-visual data, documents, emails, informal chats) were analyzed using MAXqda11 software program. In addition, a case study template was used for coding purposes (Creswell, 2007). The data regarding these two ESL teachers' expertise related to grammar teaching was interpreted in specific themes within each case, called within-case analysis. Moreover, similarities and differences across the two cases were explored by a cross-case analysis (Creswell, 2007). Based on the findings that emerged, implications for English language teacher education and grammar teaching are highlighted.

“Emergent Literacy Instruction for English Language Learners: Planning and Instruction to Meet Individual Learners’ Needs,” Tiffany Teichmeier

Presently, there is a gap between ELL students and native English speakers in their literacy proficiency as measured by the standardized tests mandated by NCLB (No Child Left Behind) legislation. This case study of three kindergarten students sought to determine research-based instructional approaches for general education teachers to use with their emergent bilingual students in an effort to close this achievement gap. Research from the fields of emergent literacy and applied linguistics was analyzed prior to data collection, which included formal testing, observations, and individual interviews. Participants were selected at various levels of literacy proficiencies and linguistic backgrounds to reflect the variety of language needs a general education teacher might have at any given point in time. Drawing heavily off of Luke and Freebody’s Four Resources Model (1999) and Cunningham and Allington’s Foundational Concepts of Literacy (2011), data was analyzed to determine present levels of academic achievement, as well as individualized next steps for each student. Findings allowed students the grace to learn at their own pace, while at the same time maintaining high expectations for learning. The results of this study revealed students’ attitudes toward learning might influence how well they do in performance assessments. In addition, formal assessment data paints a much different picture of students’ literacy development than does observations and interviews. Multiple forms of assessment are needed to gauge the literacy knowledge of emergent bilingual students.

Posters

“Bullying Prevention in School-Wide Positive Behavioral Interventions and Supports: A Review of Current Literature,” Allen Garcia (SpEd)

The literature has suggested that problem behavior in the schools is an ongoing problem (Sugai et. al., 2000). This is a major concern for schools that want to provide a safe learning environment that promotes positive behaviors and academic learning. Such problem requires a systematic response, thus, School-Wide Positive Behavioral Interventions and Supports (SWPBIS) was created to target and prevent problem behaviors. Another form of problem behaviors in schools is bullying, and within the framework of SW-PBIS, there is limited research on targeting bullying. The current review examines and evaluates current research of SW-PBIS, and it’s application to bullying. Searches of relevant databases were conducted and of the 23 studies that were identified, 14 were included in the inclusion criteria. The research suggested there are limitations within SW-PBIS and it’s applicability for also preventing bullying behaviors too. The review will discuss implications for practice and potential avenues for future research.

“Improving Education in a Developing Country: Learning in Rural Nicaragua within the Context of Socio-economic and Cultural Influences,” Martina Barinova (ModLang)

In my research I am seeking understanding of learning in an underprivileged Nicaraguan community in relation to the present socio-economic context. I spent six weeks as a volunteer in Jiquilillo, a fishing village in rural Nicaragua as a participant of several community development projects. Jiquilillo is a representative coastal fishing community in Central America. The locals have little access to any outside resources and are primarily dependent on natural resources for subsistence and the dynamics in the community are influenced by growing tourism. Improving

the education is an important step toward the empowerment of the community members and self-sustainability. In my participant-observant study I explore the impact of the English volunteer tourism on the life, culture and education in the “Global South”.

During my field work, I closely observed interaction between the volunteers and locals, and the community’s participation on the non-governmental development projects, namely the English afterschool program for the children and activities of the women’s cooperative. I discuss the positive and questionable changes in the community’s life-style connected to the voluntourism in dialog with scholarly literature and field research. My paper presents the results of my field study at the local level and its relevance within the study of the global policies and of the efforts for democratization of education in developing countries. The ultimate purpose of my research is better understanding of the global influences as well as the changes and practices on the local level and their impact on the education and life in the community.

“NU Data Knowledge Scale: Building Teacher’s Data Literacy Narrative,” Jonathon Sikorski (EdPsy)

NU Data is a professional development intervention that enhances teachers’ data literacy through guided practice and coaching in six pragmatic data-use skills: (1) Knowledge of diverse data collection protocols; (2) Selecting protocols that are best suited to answer the teams’ questions; (3) Collating and graphing data; (4) Discerning trends and differences in data; (5) Using data and data trends in team problem-solving; and (6) Selecting evidence-based interventions. A technically sound measure of data use knowledge is needed to assess the NU Data intervention’s success in strengthening teachers’ functional data literacy. Such a measure could also be very helpful for school districts conducting needs assessments of their teachers’ data preparedness; or researchers examining participants’ readiness for behavioral consultation.

This poster will describe the development and refinement of the NU Data Knowledge Scale, a measure designed to assess the impact of the NU Data intervention on teachers’ knowledge of data-based decision-making. This study was a first step towards developing a technically sound measure that adequately and reliably captures participants’ knowledge of NU Data’s six data-use pragmatics.

“NU Data: Building Data Use in Schools,” Erika Franta (EdPsy)

The purpose of the *NU Data* project is to develop and examine the feasibility of a professional development program that prepares special education problem-solving teams to use data-based decision-making to improve the academic achievement, behavioral success, and academic engagement of students with disabilities. NU Data addresses six pragmatic data-use skills that teachers must master to effectively use data (Doll, Haack, Kosse, Osterloh, Siemers, & Pray, 2005): (1) Knowledge of diverse data collection protocols; (2) Selecting protocols that are best suited to answer teams’ questions; (3) Collating and graphing data; (4) Discerning trends and differences in data; (5) Using data and data trends in team problem-solving; and (6) Selecting evidence-based interventions. The intervention blended distance strategies with teaming, coaching, and guided practice through a variety of activities, including: (1) Weekly online coaching meetings with NU Data staff; (2) Face-to-face meetings with NU Data staff at their home schools; (3) Seminars on campus with NU Data staff and the other participating teams; (4) Access to online resources; and (5) Networking with other special education teams.

This poster will provide preliminary data on the impact of NU Data. Results suggest that NU Data participation strengthened educators’ knowledge about and skills in the collection,

collation, analysis, and application of student data. As a result, the educators' students were more successful in achieving behavioral or learning goals.

“Health and Nutrition Education in the Czech Republic,” Jana Koptikova (N&HS)

The average one-year health expenditure per capita in the European member states has doubled in the last 15 years. Prevention is less expensive than treatment, and changes in diet and lifestyle remain the most effective way to reduce the financial health care costs. However, European health systems are primarily treatment systems, not preventive systems.

Improper diet and lack of physical activity are the most critical factors contributing to the overweight and obesity pandemic. Along with heavy alcohol consumption and smoking, these four factors contribute the most to the development of chronic non-communicable diseases. These diseases kill more than 36 million people worldwide annually, with more than 9,000,000 deaths occurring before the sixtieth year of life.

In 2008, The Czech Republic government responded to the deteriorating financial health care situation by installing fees for medical services. In 2004, the Czech Republic Government utilized preventive services by introducing the new educational field of Health Education to the public school curriculum for pre-school, primary, and secondary education. The fundamental role of the Health Education Curriculum is performed through basic education (the only required stage of education for all Czech students). Nutrition Education is a necessary tool in shaping lifelong positive behaviors of students, leading to actively promoting and maintaining health. Nutrition Education is delivered through the Expected Outcomes and Prescribed Curriculum which are mandatory for the implementation of in Czech schools. Czech educators have the freedom to determine how to meet the prescribed curriculum.

“Enjoyable, Engaged, and Efficient Vocabulary Learning with Flash Cards Incorporating Humor,” Ji Guo (TLTE)

Vocabulary development has been recognized as the foundation of learning a second language (L2), as hundreds of researchers asserted. While achieving high-speed learning, Chinese L2 learners have been conditioned to use word lists to learn vocabulary. Because of the lack of context, word lists are not productive. Meanwhile, anxiety always occurs in the process of learning a L2 and its vocabulary.

Previous study indicated that the use of humor could reduce anxiety and create a relaxed environment for L2 learners. In my research study, I explored whether flash cards incorporating humorous content help Chinese students to learn English vocabulary quickly and easily, increase their daily application skills with vocabulary learned, and engage them in English vocabulary acquisition. In the study, I employed qualitative research methods to investigate Chinese students' experience, cultural beliefs, and values, identifying the factors that may affect their English vocabulary learning from their various backgrounds. I also utilized quantitative research methods to analyze their performance, using either humorous flash cards or regular flash cards.

The results, in light of the study, suggested that the use of flash cards incorporating humor would reduce the anxiety when learning L2 vocabulary, engaging the process of learning and generating an enjoyable environment. The performance of Chinese students indicated that learning L2 vocabulary with humorous flash cards would be an efficient method for Chinese students.

“Food Safety Education Using Conceptual Change Teaching Strategies among Native American Nebraskans,” Rachel C. Sinley (N&HS)

Foodborne illnesses impact millions of individuals each year, with young children at high risk of contracting such diseases. Many of the pathogens responsible for these illnesses can be destroyed with proper food handling techniques. Research has shown that there is a need for improved food safety education among the general public and among specific sub-populations. This project sought to increase food safety knowledge, motivation and behavioral skills among Native American food preparers with young children. A food safety education curriculum was developed using the Conceptual Change Teaching Method and was guided by the Information-Motivation-Behavioral Skills Theory of health behavior change. Educational sessions in which participants discuss food safety topics, cook several recipes and then share a meal and discuss their application of food safety strategies are currently being conducted in a variety of Native American community centers throughout Nebraska. Preliminary findings suggest that food safety programs that are student-centered, collaborative and relaxed in nature can impact participants’ food safety knowledge, motivation and behavioral skills. Understanding the effectiveness of the Conceptual Change Teaching Method in the area of food safety may assist other researchers and educators in the field of health science in the development and implementation of other health-related intervention strategies.

“A Pilot Study to Examine the Use of a Treatment Fidelity Checklist to Maintain an Evidence-Based Classroom Management Practice,” Syra Ruhl (CYFS)

A current need in the area of education is identifying strategies to maintain teacher implementation of evidence-based practices. Treatment fidelity, or the accuracy and consistency with which teachers implement evidence-based practices, is necessary for the intervention to be effective. However, treatment fidelity typically is not maintained once support (i.e., consultation, performance feedback) is withdrawn (Hagermoser Sanetti, Luiselli, & Handler, 2007; Noell, Witt, Gilbertson, Ranier, & Freeman, 1997). The purpose of this study is to examine whether the use of a self-monitoring checklist helps teachers to maintain treatment fidelity of the Boys Town Well-Managed Schools classroom management program. Both qualitative and quantitative methods are being used to answer the research questions. This study has been underway for two months and will be completed in May 2014. Teachers in six mid-west schools have been approached to participate. So far 38 teachers have consented to participate and parental consents are in progress for students that meet the research criteria. Although this study is still in progress my goal in participating in the research fair is to educate other UNL students and faculty about this project by presenting current research activities, future research activities, and hypothesized results.

“Justification of Intimate Partner Violence Predicted by Demographics in India,” Sarah Taylor (CYFS)

This study examines the justification of a man beating his wife in India. Much literature exists on demographics associated with experiencing intimate partner violence (IPV). However, little research exists on attitudes towards IPV. Sex, age, and socioeconomic status were analyzed from the data of the World Value Survey 2005 Wave to determine if these demographics showed significant differences in attitudes towards a man beating his wife. We hypothesized that a) There will be a significant difference in the justification of wife beating among Indian respondents of different socio-economic status (SES). Higher SES groups will justify IPV less

than lower SES groups; b). There will be a significant gender difference in justification of wife beating. Women would report a lower level of justification than men; c) There will be no significant association between age and attitudes towards wife beating. One-Way ANOVA tests were run for data analysis. Significant differences in IPV justification were found between individuals of different SES; inconsistent with the hypothesis, higher socioeconomic status groups justify IPV more than low socioeconomic status groups. Indian men and women reported significantly different attitudes towards the justification of men beating their wives; consistent with the hypothesis, women reported a lower level of justification than men. Age did not show to be associated with attitudes. Possible explanations for the findings were discussed. The results from this study may help to explain why 35% of women in India have experienced IPV (National Family Health Survey, 2005-06)

“Using Mixed Method Approach to Study Online Informal Social Support to IPV Victims,”
Shuhong Luo (TLTE)

Intimate Partner Violence (IPV) is a hidden, complex, and harmful public health phenomena. Victims in the dynamic violence cycle usually experience the trauma, attachment conflict, and self-identity conflict. Social support is critical for IPV victims. Real life social networks for IPV victims are small and offer less support than those who do not experience violence in the relationship. Internet discussion forums on the topic of “intimate partner relationships” largely extend the victim’s social support system. This mixed methods study is to build a comprehensive understanding of the online informal social support to the IPV victims. An exploratory sequential mixed method design will be used with two phases. The first phase is a qualitative exploration of the types of online social support by analyzing more than 200 replies to 30 online IPV posts from an online discussion forum. The advocacy world view is used. In the second phase, the qualitative findings will be used to develop the instruments so that a series of hypotheses can be tested that relate to the types of social support and the providers’ background. In the tentatively planned quantitative phase, pragmatism world view will be used. The social support providers’ demographic information (such as the counseling training experience, beliefs, trauma experience, age, gender, ethnic, etc.) and the types of social supports they provide will be collected from 200 UNL college students from an online survey. The findings will demonstrate the relationships between participants’ background and the types of social support they provide.

“Good Kids in Chinese Parents’ Book,” Shen Qin (CYAF)

This study examines what are the most prevalent and salient expectations towards child qualities among Chinese parents today and whether these expectations differ across parents’ gender, socio-economic status (SES) and other family factors. Chinese parents are well known for their authoritarian parenting style and excessive emphasis on children’s educational attainment. Despite the extensive literature on relations between Chinese parents’ strict disciplines and their children’s academic outcomes, there are only a small handful of studies trying to look into their expectation elsewhere, such as independence, respect/tolerance of others, imagination, unselfishness and other important psychosocial characteristics. Using the most recent data from World Value Survey (WVS), the purpose of this study is to explore the unfolded side of parent expectation in today’s China, in the context of dramatic social changes and economic advance in the past thirty years. Our hypotheses are: 1) Chinese parents value child independence, tolerance of others, feeling responsibility, unselfishness as much as if not more than their traditional focuses, such as obedience, respect for others and working hard; 2) Parent gender and other family-related variables do make a difference on where Chinese parents mainly pay attention in

terms of child qualities; 3) Chinese mothers, compared to father, tend to emphasize more on independence, tolerance of others and obedience to parents and rules. Chi-square test has been conducted to examine the sample distribution of Chinese parents' expectations for their children. Results were consistent with our hypotheses.

“Evaluation of a Nutrition and Physical Activity Curriculum Based on the Social Cognitive Theory,” Elisha Hall (N&HS)

Childhood obesity has increased over the past two decades, causing numerous complications. Currently, there is no required standardized curriculum for nutrition/physical activity in the United States. The objective of the current study is to examine the effects of a three-week, Social Cognitive Theory based nutrition/physical activity curricula on changes of behaviors among 5th grade students.

This study will involve three phases:

Phase 1: A Social Cognitive Theory based survey measuring behavior change, knowledge, self-efficacy, outcome expectations, and environment will be developed and validated using ten nutrition experts. The survey will be pilot tested with a fifth grade class from a Lincoln parochial school never exposed to the curricula.

Phase 2: The validated and tested surveys will be distributed in four Title I (intervention) and four non-Title I (control) schools that have been randomly selected (sample size ~ 800 fifth grade students). Surveys will be analyzed using SPSS and results will be used to assess the current curricula and recommend changes for Phase 3.

Phase 3: The current curricula will be modified or new curricula will be developed and then piloted.

Survey results would identify if the current nutrition/physical activity curricula is effective for positive behavior change. In addition, areas to improve the curricula will be identified to enhance positive nutrition and physical activity education and behavior change.

“ELL High School Students of Mexican Ancestry: A Phenomenological Study of Language Ideologies,” Kristine Sudbeck (TLTE)

The formation of languages and dialects is frequently considered a social process (Gal & Irvine, 1995). As such, humans form their own ideologies about particular language varieties, placing values on certain ones in a given context more than others (Greenfield, 2010). The development of a person's language ideology can be influenced by the *profit of distinction*, which Pierre Bourdieu (1984) describes as the “noted margin of difference for usefulness and prestige of a particular language” (p. 55). It is through the process of *misrecognition* (Bourdieu, 1984) that a particular language is “recognized as legitimate and appropriate for discourse in official settings” (as cited in Lin, 1999, p. 395); consequently, the language with perceived legitimacy is intrinsically linked to the *profit of distinction*.

The purpose of this phenomenological study is to understand the essence of language ideologies of seven ELL students of Mexican ancestry in an urban high school in the Great Plains. Utilizing a critical social theoretical framework, the researcher performed semi-structured interviews and participants observations (Creswell, 2013), which was part of a larger study in 2012 examining the perceptions of faculty/staff and students on the graduation of ELL students of Mexican ancestry. From this data, the researcher found participants demonstrated a language preference pattern based upon who they were speaking to. In addition, students reported ambiguous feelings toward orientations for English language instruction. Opportunities for

language learning experiences for these seven students will be illustrated, and implications for students, their families, and pre/in-service teachers will be discussed.

“Parent vs. Non-Parent Values,” Monique Williamson (CYFS)

The present study was investigations of the perspective individuals have on important qualities in children as well as on economic issues that relate to the stability the nation in the future. Most people want children but when they do not have them it is easy to have idea of what parenthood is but there are concerns that people without children do not understand. To date the literature has focused on parenting but has neglected the opinion of individuals without children. Using secondhand data from the World Value Survey it was analyzed if parents would have stronger opinions on topics that impacted the future and the lives of their children. There were over 1100 adults of which, 356 did not have children and 828 had at least one child. Results demonstrated that parents and non-parents differ in multiple categories for important child qualities such as independence and hard work with non-parents valuing it as more important in children. Finally, parents and non-parents were similar in their opinion of government responsibility and private and state ownership of business.

“Socioeconomic Status and Parental Values around the World,” Anh Do, Yan Xia, Shen Qin, Sarah Taylor, and Monique Williamson (CYFS)

Socioeconomic status affects parenting in many ways. Studies found that parents tend to value characteristics that help their children thrive in the SES and occupational context of their lives. For example, working class parents tend to value obedience, while upper class parents tend to value free thinking. These studies only examined data in the U.S. or with another country. The purpose of this study is to examine the effects of SES on parental values across 69 countries using the 2000 World Values Survey (N=12,004). Preliminary results showed that most parents valued good manners (82%), feeling of responsibility (70.9%), tolerance and respect (70.9%), while few parents mentioned unselfishness (32.9%), thrift (29.5%), and imagination (20.1%). Binary logistic regression results indicated that SES did not significantly predict the odds of valuing good manners or tolerance, but was a significant predictor for the other 9 qualities. For example, compared to upper class parents, middle and working class parents were more likely to value obedience. On the contrary, upper class parents were 1.16 and 1.53 times more likely to value independence than middle and working class parents respectively. Additional analysis showed that gender did not contribute to the prediction, but educational level was another significant predictor. Parental values influence parenting practices; therefore, these results contribute to our understanding of what parents from different SES hold as important values for children to thrive in the world. However, results must be interpreted with caution as SES is not a causal factor.

“Mixed Methods Research: How Pre-Service Teachers Use Feedback in Reading Comprehension Instruction,” Allison High (TLTE)

The purpose of this mixed methods convergent intervention design is to determine how Pre-service teachers (PST) utilize feedback, given in regards to their reading comprehension teaching practices, to more effectively deliver instruction. Assessment data of teacher literacy knowledge will be collected to identify participants’ baseline and post-experiment literacy knowledge. A quasi-experimental method of feedback intervention will be implemented to gather

information on how different methods in delivery of feedback affects reading comprehension instruction for pre-service teachers during reading comprehension instruction. During this experiment, observations will be used to measure the components of comprehension used in instruction. At the same time in the study, participant interviews and surveys will be collected to understand the use of and explore the attitudes toward feedback. The overall goal of this study is to develop an understanding of how teacher's use feedback in their development throughout the teacher education process and how it is or is not sufficiently and successfully preparing PST to have the skills needed to deliver effective reading comprehension instruction and to produce high achieving students. It is my goal to be able to use the finding of this study to begin the process of informing the educational field regarding effective teacher feedback and support needed to produce educators who can deliver high quality reading comprehension instruction. Adequately addressing how teachers use feedback and actions that lead to student academic growth in these contexts will allow practitioners to provide more inclusive, effective, competent treatment and instruction to their students.

“Preschool Children’s Conservation Reasoning And Understanding About Nature,” Julia Kroeker and CarMun Kok (CYAF)

This research uses Moral Domain Theory to examine preschool children’s reasoning about conservation. Three criteria differentiate between moral, personal, and conventional issues: universal application to all people in morally similar situations; not contingent upon societal rules; justification tied to rights and welfare. Fifty-four children attending a nature preschool and fifty-two children attending non-nature preschools were asked whether they think about nature, and what they think about; whether pets, wild animals, plants, and parks/gardens are important or not important and why; whether it would be ok if one person threw trash in a local waterway, and why; whether it would be ok for everyone to throw trash in the water, and why; whether they think trash would affect the water, birds, fish, or people, and if they cared if harm occurred and why; and if it would be ok to throw trash in the water in a far-away city like their own, except that there was a rule that allowed littering. The majority of children judged littering to be wrong and used “harm to nature” as justification. Significantly more nature preschool children demonstrated moral domain reasoning by applying their judgments universally and without contingency for rules than did non-nature preschool children. Nature preschool children demonstrated more detailed knowledge about nature, how nature can be harmed, and how nature can be protected. Significantly more nature preschool children demonstrated an action orientation, describing how they would prevent or correct a wrong action toward nature.